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Focus ON READING



Vocabulary

READING
COMPREHENSION

The Giver

Lois Lowry

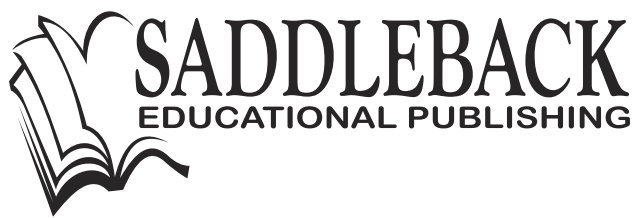
ACTIVATE PRIOR KNOWLEDGE

Reproducible Activities

Focus **ON READING**

The Giver

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Introduction/Classroom Management

WELCOME TO *FOCUS ON READING*

Focus on Reading literature study guides are designed to help all students comprehend and analyze their reading. Many teachers have grappled with the question of how to make quality literature accessible to all students. Students who are already avid readers of quality literature are motivated to read and are familiar with prereading and reading strategies. However, struggling readers frequently lack basic reading skills and are not equipped with the prior knowledge and reading strategies to thoroughly engage in the classroom literature experience.

Focus on Reading is designed to make teachers' and students' lives easier! How? By providing materials that allow all students to take part in reading quality literature. Each *Focus on Reading* study guide contains activities that focus on vocabulary and comprehension skills that students need to get the most from their reading. In addition, each section within the guide contains a before-reading **Focus Your Reading** page containing tools to ensure success: **Vocabulary Words to Know**, **Things to Know**, and **Questions to Think About**. These study aids will help students who may not have the prior knowledge they need to truly comprehend the reading.

USING *FOCUS ON READING*

Focus on Reading is designed to make it easy for you to meet the individual needs of students who require additional reading skills support. Each *Focus on Reading* study guide contains teacher and student support materials, reproducible student activity sheets, an end-of-book test, and an answer key.

- **Focus on the Book**, a convenient reference page for the teacher, provides a brief overview of the entire book including a synopsis, information about the setting, author data, and historical background.
- **Focus Your Knowledge**, a reference page for students, is a whole-book, prereading activity designed to activate prior knowledge and immerse students in the topic.

The study guide divides the novel into 6 manageable sections to make it easy to plan classroom time. Five activities are devoted to each section of the novel.

Before Reading

- **Focus Your Reading** consists of 3 prereading sections:

Vocabulary Words to Know lists and defines 10 vocabulary words students will encounter in their reading. Students will not have to interrupt their reading to look up, ask for, or spend a lot of time figuring out the meaning of unfamiliar words. These words are later studied in-depth within the lesson.

Things to Know identifies terms or concepts that are integral to the reading but that may not be familiar to today's students. This section is intended to "level the playing field" for those students who may not have much prior knowledge about the time period, culture, or theme of the book. It also gets students involved with the book, increasing interest before they begin reading.

Questions to Think About helps students focus on the main ideas and important details they should be looking for as they read. This activity helps give students a *purpose* for reading. The goal of these guiding questions is to build knowledge, confidence, and comfort with the topics in the reading.

During Reading

- **Build Your Vocabulary** presents the 10 unit focus words in the exact context of the book. Students are then asked to write their own definitions and sentences for the words.
- **Check Your Understanding: Multiple Choice** offers 10 multiple-choice, literal comprehension questions for each section.
- **Check Your Understanding: Short Answer** contains 10 short-answer questions based on the reading.

After Reading

- **Deepen Your Understanding** is a writing activity that extends appreciation and analysis of the book. This activity focuses on critical-thinking skills and literary analysis.
- **End-of-Book Test** contains 20 multiple-choice items covering the book. These items ask questions that require students to synthesize the information in the book and make inferences in their answers.

CLASSROOM MANAGEMENT

Focus on Reading is very flexible. It can be used by the whole class, by small groups, or by individuals. Each study guide divides the novel into 6 manageable units of study.

This literature comprehension program is simple to use. Just photocopy the lessons and distribute them at the appropriate time as students read the novel.

You may want to reproduce and discuss the **Focus Your Knowledge** page before distributing the paperbacks. This page develops and activates prior knowledge to ensure that students have a grounding in the book before beginning reading. After reading this whole-book prereading page, students are ready to dive into the book.

The **Focus Your Reading** prereading activities are the keystone of this program. They prepare students for what they are going to read, providing focus for the complex task of reading. These pages should be distributed before students actually begin reading the corresponding section of the novel. There are no questions to be answered on these pages; these are for reference and support during reading. Students may choose to take notes on these pages as they read. This will also give students a study tool for review before the **End-of-Book Test**.

The **Focus Your Reading** pages also provide an excellent bridge to home. Parents, mentors, tutors, or

other involved adults can review vocabulary words with students, offer their own insights about the historical and cultural background outlined, and become familiar with the ideas students will be reading about. This can help families talk to students in a meaningful way about their reading, and it gives the adults something concrete to ask about to be sure that students are reading and understanding.

The **Build Your Vocabulary** and **Check Your Understanding: Multiple Choice** and **Short Answer** activities should be distributed when students begin reading the corresponding section of the novel. These literature guide pages are intended to help students comprehend and retain what they read; they should be available for students to refer to at any time during the reading.

Deepen Your Understanding is an optional extension activity that goes beyond literal questions about the book, asking students for their own ideas and opinions—and the reasons behind them. These postreading activities generally focus on literary analysis.

As reflected in its title, the **End-of-Book Test** is a postreading comprehension test to be completed after the entire novel has been read.

For your convenience, a clear **Answer Key** simplifies the scoring process.

Focus on the Book

Synopsis

Twelve-year-old Jonas lives in a future time and place in which law and order, acceptance, consideration, and “Sameness” are the guiding principles. One’s daily life is regulated by strict rules and rituals; and a committee of wise Elders chooses one’s spouse, children, profession, and even one’s very name.

This is a safe, secure, and caring world—or so Jonas thinks until the Ceremony of Twelve, when he is tapped to become the new Receiver of Memory. Under the tutelage of The Giver, Jonas discovers the dark and dangerous secrets of the only world he has ever known. Suddenly, he must make choices—choices that threaten to shatter his entire community.

Winner of the prestigious Newbery Award for 1994, *The Giver* has been cited as a *Boston Globe-Horn Book* Honor Book, an American Library Association Best Book for Young Adults, an American Library Association Notable Book for Children, a *School Library Journal* Best Book of the Year, a *Booklist* Editor’s Choice, and winner of the Regina Medal.

About the Author

Lois Lowry was born in Hawaii in 1937. As a young woman in the 1950s, she left college to marry and raise a family. This strong emphasis on family has carried over into Lowry’s professional life, as well. When she began writing novels for young adults, Lois Lowry chose to focus on family life, specifically, on how families support and guide their children from adolescence to adulthood—through both the good times and the bad.

Her first published novel, *A Summer to Die*, loosely based on her own childhood, describes a young girl’s struggle to cope with the illness and death of her older sister. Since that first book, Lowry has written about different types of families, those that are headed by a mother and father (the *Anastasia Krupnik* series) and those that are led by a single parent (*Rabble Starkey*; *The One Hundredth Thing About Caroline*). The topics range from the serious and difficult (adoption, pregnancy, war, Nazi occupation) to the more commonplace concerns of friendship, popularity, and school. With the guidance of loving parents or other adult mentors, Lois Lowry’s characters learn to trust and rely on their own inner strengths and resources as they grapple with the issues in their lives.

Historical Background

The setting for *The Giver* is a well-ordered, well-run, and well-spoken community of the future. With its structure, support systems, and concern for civility and fairness, it seems, on the surface at least, to be the perfect place—the utopia that writers and philosophers long have imagined and desired. In fact, the term *utopia* first was coined by the English writer Sir Thomas More in his sixteenth-century novel of the same name. It derives from two Greek words meaning “no place” and “good place” and has come to describe an ideal, theoretical society.

Although the term originated in 1516 with the publication of More’s novel, the history of utopian literature extends back even further than that. Plato’s *Republic*, written in the fourth century B.C.E., is considered the first true utopian work. In general, examples of this genre can be divided into two categories: fictional, fantastical accounts of a perfect, idealized society (More’s *Utopia* and James Hilton’s *Lost Horizon*) and socio-political treatises that outline a specific prescription for a better way of living (Plato’s *Republic* and Henry David Thoreau’s *Walden*).

A few individuals and groups have even taken their utopian ideas and attempted to turn theory into practice. In the United States, there have been utopian communities in Indiana, Massachusetts, and Iowa. All these enterprises have been short lived, but a few have left their mark nonetheless. The Romantic poet, Samuel Taylor Coleridge; the Native American leader, Tecumseh; and the Transcendentalist writer, Bronson Alcott, all planned or implemented their own experiments in utopian living. Little Louisa May Alcott, her mother, and her sisters lived for over a year with her father Bronson at Fruitlands, his utopian community in Harvard, Massachusetts. Since Bronson’s version of utopia was one in which the females did most of the work, Louisa’s memories of that time were not particularly pleasant ones. Utopia, it may be said, is all in the eye of the beholder.

What has come to be called dystopian literature explores the darker side of the utopian dream. These works describe what might happen if contemporary ideas, philosophies, technologies, or policies were to be practiced in the extreme. Their role is that of the cautionary tale rather than the directions for a better society. Dystopian classics include *Animal Farm* and *1984* by George Orwell, *Fahrenheit 451* by Ray Bradbury, *Player Piano* by Kurt Vonnegut, Jr., and *We* by Yevgeny Zamyatin. *Raising the Stones* by Sheri S. Tepper and *Beggars in Spain* by Nancy Kress are two modern dystopian novels that appeal to adolescent readers.

Focus Your Knowledge

For over two thousand years, writers and philosophers have imagined an ideal world in which perfection reigns. This perfect world has come to be called utopia and the books, plays, and poetry that describe it, utopian literature. In more recent times, a type of antiutopian literature has developed. These works describe what is termed dystopia. Dystopian literature presents an imagined world in which seemingly innocent philosophies or systems are carried out to a harmful extreme.

- If you could create a perfect world, what would it be like?
- What can utopian/dystopian novels tell us about the world we live in now?
- Choose an issue in current events. Think about how that problem could be solved in your utopian world.
- Learn about a real life utopian community such as Fruitlands in Harvard, Massachusetts, or New Harmony, Indiana. What worked and what didn't work? Why did it fail? Would you have wanted to live there? Why or why not?
- Writers of dystopian literature usually are alarmed by the potential for harm posed by certain ideas, technologies, or practices. Think of a present-day idea, technology, or practice. Write a brief description of the dystopian world in which it is carried to a harmful extreme.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

squat—low and broad

rasping—a harsh, grating sound

ironic—darkly humorous

unison—two or more speakers speaking the same words together

rituals—any procedures faithfully or regularly followed

apprehensive—anxious or uneasy about something in the future

depth—deepness; intensity

honor—respect or distinction

hoarded—saved to use later

solemn—very serious

Things to Know

Here is some background information about this section of the book.

Newchild refers to all babies born within a given calendar year and matched with a family.

Nurturers attend to the newchild's needs before it is given to a family.

The **Naming**, also called The Ceremony of One, is the annual December ceremony in which all newchildren are given to their chosen families and given an assigned name.

The **Ceremony of Twelve** is the last and most important ceremony held each December. It marks the end of childhood.

The **Committee of Elders** make and enforce all the rules and assignments for the community.

The **Receiver**, the most important Elder, lives and works alone.

An **Assignment** is one's lifetime job, announced during the Ceremony of Twelve.

A **comfort object** is the particular stuffed animal that each child is allowed until the age of eight.

Birthmothers are the women assigned to give birth to all the children in the community. Each produces three babies in three years, after which she spends the rest of her working life doing manual labor.

The **House of the Old** is where the elderly members of the community live.

A **tunic** is a long, loose-fitting shirt, required clothing for Jonas and his groupmates.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. Why is using exactly the right word so important in Jonas's community?
2. Jonas says he is "apprehensive" about the upcoming Ceremony of Twelve. How do his actions show this?
3. What does the Sharing of Feelings tell about the individual members of Jonas's family?
4. Why do you think the community has so many rules and rituals regarding the developmental stages and milestones of childhood? What benefit might they serve?
5. How does the information that animals are now only fanciful, make-believe creatures make you feel? What does it tell about the community?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “It was not a **squat**, fat-bellied cargo plane but a needle-nosed, single-pilot jet.”
squat: _____
2. “IMMEDIATELY, the **rasping** voice through the speakers had said.”
rasping: _____
3. “There was an **ironic** tone to that final message, as if the Speaker found it amusing; and Jonas smiled a little, though he knew what a grim statement it had been.”
ironic: _____
4. “‘We accept your apology, Asher.’ The class recited the standard response in **unison**.”
unison: _____
5. “It was one of the **rituals**, the evening telling of feelings.”
rituals: _____
6. “But there was a little shudder of nervousness when he thought about it, about what might happen. ‘**Apprehensive**,’ Jonas decided. That’s what I am.”
apprehensive: _____
7. “Now, seeing the newchild and its expression, he was reminded that the light eyes . . . gave the one who had them a certain look—what was it? **Depth**, he decided; as if one were looking into the clear water of the river, down to the bottom, where things might lurk which hadn’t been discovered yet.”
depth: _____
8. “‘I hope I get assigned to be a Birthmother.’ ‘Lily!’ Mother spoke very sharply. ‘Don’t say that. There’s very little **honor** in that Assignment.’”
honor: _____
9. “‘. . . SNACKS ARE TO BE EATEN, NOT **HOARDED**. . .’”
hoarded: _____
10. “The evening proceeded as all evenings did. . . . It was different only in the addition to it of the newchild with his pale, **solemn**, knowing eyes.”
solemn: _____

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. Who is Asher?
 - a. Jonas's neighbor
 - b. Jonas's coach
 - c. Jonas's best friend
2. Which word does Jonas choose to describe his feelings about the Ceremony of Twelve?
 - a. apprehensive
 - b. frightened
 - c. excited
3. How old is Lily?
 - a. She is a Five.
 - b. She is a Six.
 - c. She is a Seven.
4. What is Father's job?
 - a. judge
 - b. nurturer
 - c. doctor
5. What is the name of newchild number Thirty-six?
 - a. Michael
 - b. Benjamin
 - c. Gabriel
6. What is received at the Ceremony of Nine?
 - a. a bicycle
 - b. a comfort object
 - c. a book bag
7. Who makes the Assignments for the Ceremony of Twelve?
 - a. the parents
 - b. the Elders
 - c. the Instructor of Elevens
8. What had Jonas once taken from the Recreation Area?
 - a. a ball
 - b. an apple
 - c. Asher's bicycle
9. Where does Fiona spend her volunteer hours?
 - a. the Birthing Center
 - b. the Rehabilitation Center
 - c. the House of the Old
10. What happened to Roberto?
 - a. He moved to Florida.
 - b. He was released.
 - c. He accepted an Assignment in another community.

Check Your Understanding

Short Answer

Write a short answer for each question.

1. What is the evening telling of feelings?
2. What do animals represent to Jonas and the others in his community?
3. When is release not meant as a punishment?
4. Of all the rules, which one is almost always broken?
5. Who is the most important Elder?
6. Which job does Mother consider the most important in their community?
7. Why is Jonas worried about Asher's Assignment?
8. Why is age no longer important after the Ceremony of Twelve?
9. What does Lily mean when she says that Jonas and Gabriel have "funny" eyes?
10. How does Larissa describe Roberto's attitude toward his release?

Deepen Your Understanding

Foreshadowing refers to elements of the story that give the reader the sense that something is going to happen. Describe the sense of foreshadowing that Lois Lowry creates in Chapter 1. Do you think something good or something bad is going to happen? Give specific examples from the story to explain your answer.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

emblem—a symbol

reprieve—the postponement of punishment

transgressions—violations of rules or laws

meticulously—very carefully

aptitude—a natural talent or ability

retroactive—applying to an earlier time

avert—to turn something away from

crescendo—a gradual increase in volume of sound

jaunty—having a self-confident or carefree manner

immense—huge

Things to Know

Here is some background information about this section of the book.

Stirrings are the first feelings of physical attraction.

Elsewhere is anywhere beyond the group of communities of which Jonas's community is a part. To go Elsewhere is to be an outcast. No one in the community would go there willingly, hence the grim humor in the joke told by Asher's mother.

The **Chief Elder** is the leader of the community. He or she is elected every ten years.

The **discipline wand** is a thin, flexible weapon that stings painfully when it is used to smack small children. It is used in schools and Childcare Centers.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. For what reason or reasons would the community issue such an order: ATTENTION. A REMINDER THAT STIRRINGS MUST BE REPORTED IN ORDER FOR TREATMENT TO TAKE PLACE? Why would Stirrings need to be “treated” in such a community?
2. The words *meticulously* and *scrupulously*, meaning “very carefully” and “with exactness,” are used several times to describe the Elders’ decision-making. Why do you think the author places this emphasis here? What does it tell you?
3. What does the story of Asher’s confusion regarding *snack* and *smack* tell you about the community and its attitude toward children?
4. What are Jonas’s feelings at the time of his Assignment?
5. Why does the crowd perform the Murmur-of-Replacement Ceremony for Jonas?

II. CHAPTERS 5–8

DURING READING

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “The bicycle, at Nine, would be the powerful **emblem** of moving gradually out into the community, away from the protective family unit.”
emblem: _____
2. “He had been given an unusual and special **reprieve** from the committee, and granted an additional year of nurturing before his Naming and Placement.”
reprieve: _____
3. “His **transgressions** were small ones, always: shoes on the wrong feet, schoolwork misplaced, failure to study adequately for a quiz.”
transgressions: _____
4. “The community was so **meticulously** ordered, the choices so carefully made.”
meticulously: _____
5. “She mentioned that there was one who had singular skills at caretaking, another who loved newchildren, one with unusual scientific **aptitude**, and a fourth for whom physical labor was an obvious pleasure.”
aptitude: _____
6. “‘In fact,’ the Chief Elder continued . . . ‘we even gave a little thought to some **retroactive** chastisement for the one who had been Asher’s Instructor of Threes so long ago.’”
retroactive: _____
7. “He saw the others in his group glance at him, embarrassed, and then **avert** their eyes quickly.”
avert: _____
8. “They applauded at the final Assignment; but the applause was piecemeal, no longer a **crescendo** of united enthusiasm.”
crescendo: _____
9. “Earlier that day, dressing in his own dwelling, he had practiced the kind of **jaunty**, self-assured walk that he hoped he could make to the stage when his turn came.”
jaunty: _____
10. “‘The Receiver himself was not able to describe it, only to remind us that you would be faced with it, that you would need **immense** courage.’”
immense: _____

II. CHAPTERS 5–8

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer.

1. What was unusual about Jonas sharing a dream?
 - a. Lily had not dreamed the night before, so Jonas did not have to wait for her to share.
 - b. Jonas had dreamed vividly the night before; he did not usually have a dream to share.
 - c. Mother had fallen asleep at the table.
2. For how long will Jonas need to take the pills?
 - a. until he enters the House of the Old
 - b. until he receives a spouse
 - c. until he dies
3. How old are children when they receive a front-buttoned jacket?
 - a. a Five
 - b. a Six
 - c. a Seven
4. Who attends the Ceremony?
 - a. only the children and their family units
 - b. everyone in the community
 - c. everyone from the neighboring communities
5. Loss of a child in the community is
 - a. very rare.
 - b. very common.
 - c. not unusual.
6. During the Ceremony of Twelve, the Chief Elder
 - a. punishes Jonas.
 - b. skips Jonas.
 - c. forgets Jonas.
7. The Chief Elder says that Jonas has been
 - a. released.
 - b. assigned.
 - c. selected.
8. How many years has it been since the last Receiver-in-Training selection?
 - a. ten years
 - b. fifteen years
 - c. fifty years
9. How many members of the Committee of Elders must agree in choosing the new Receiver?
 - a. a majority
 - b. a quorum
 - c. all
10. Of the five essential attributes of The Receiver, which one does Jonas not have yet?
 - a. wisdom
 - b. integrity
 - c. intelligence

Check Your Understanding

Short Answer

Write a short answer for each question.

1. What happens at the morning ritual of telling dreams?
2. What do the pills treat?
3. What is the first visible symbol of growing up?
4. What does the bicycle at Nine represent?
5. Why has Gabriel been granted an additional year of nurturing?
6. Describe the Ceremony of Loss and the Murmur-of-Replacement Ceremony.
7. What Assignment does Asher receive?
8. What Assignment does Jonas receive?
9. List the five qualities The Receiver must possess.
10. What happens at the Ceremony to make Jonas certain he does have the Capacity to See Beyond?

Deepen Your Understanding

Theme refers to the overall idea of a novel. One of the main themes that runs through this novel is the importance of personal autonomy—the freedom to choose your own life. Yet, what is so wrong with having important life decisions made for us by concerned, highly knowledgeable adults? Is freedom of choice always a good thing?

Write about a time when you had an important decision to make and you wished someone would make it for you. Do you think the result would have been better or worse if the choice had been taken out of your hands? Explain, using specific details and examples.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

precision—exactness

luxurious—characterized by great comfort
and beauty

conspicuous—very noticeable

deftly—skillfully

tentatively—to act uncertainly

obsolete—no longer in use

weary—very tired

fretful—distressed; fussy

admonition—to reprimand or give a
warning

relinquished—surrendered or gave up
something

Things to Know

Here is some background information about this section of the book.

Training Hours is the time designated each day for learning to master one's Assignment.

The Annex is attached to the House of the Old. It is where The Receiver lives and works.

Climate Control devices regulate the community's temperature and overall weather.

Sameness is the policy long ago adopted by the community. It promotes practicality, efficiency, and—as much as is scientifically possible—the elimination of all differences.

The Giver is the old **Receiver**. Now that Jonas is the new Receiver of Memory, the old Receiver no longer receives the memories of the world but gives them to Jonas instead.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. Why might Jonas's friends feel uncomfortable with his Assignment?

2. How does Jonas feel about his Assignment—particularly after he reads through his folder?

3. In his first day of training, how does Jonas show that he has intelligence, integrity, and courage?

4. What is the significance of the name "The Giver"?

5. In what ways is Sameness a good policy for the community?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “Immediately he had been taken aside for a brief private lesson in language **precision**.”
precision: _____
2. “The fabrics on the upholstered chairs and sofa were slightly thicker and more **luxurious**; the table legs were not straight like those at home, but slender and curved, with a small carved decoration at the foot.”
luxurious: _____
3. “All of those things were in this spacious room, though each was slightly different from those in his own dwelling But the most **conspicuous** difference was the books.”
conspicuous: _____
4. “This one had a switch, which the man **deftly** snapped to the end that said OFF.”
deftly: _____
5. “**Tentatively** he opened his eyes—not his snow–hill–sled eyes, for they had been open throughout the strange ride.”
tentatively: _____
6. “It wasn’t a practical thing, so it became **obsolete** when we went to Sameness.”
obsolete: _____
7. “He moved his shoulders around as if to ease away an aching sensation. He seemed terribly **weary**.”
weary: _____
8. “‘He’s so **fretful** at night.’ Jonas had not heard the newchild during the night because as always, he *had* slept soundly.”
fretful: _____
9. “. . . the other new Twelves were abuzz with descriptions of their first day of training. . . . Jonas listened. He was very aware of his own **admonition** not to discuss his training.”
admonition: _____
10. “‘We **relinquished** color. . . . We gained control of many things. But we had to let go of others.’”
relinquished: _____

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. Now that Lily is an Eight, what will she be doing?
 - a. homework
 - b. chores
 - c. volunteer work
2. What does a name designated Not-to-Be-Spoken indicate?
 - a. the highest degree of respect
 - b. the highest degree of accomplishment
 - c. the highest degree of disgrace
3. Why does Jonas's folder look different from those of the other Twelves?
 - a. It is very thick.
 - b. It has only one sheet of paper.
 - c. It is completely empty.
4. Which Assignment rule disturbs Jonas the most?
 - a. You may lie.
 - b. You may be rude.
 - c. You may have no medication.
5. What unintentional lie did Jonas once tell?
 - a. I'm starving.
 - b. I'm famous.
 - c. I'm rich.
6. What surprises Jonas about The Receiver's door?
 - a. It's locked.
 - b. It's metal.
 - c. It has a fancy carving.
7. What physical trait do Jonas and The Receiver share?
 - a. long fingers
 - b. pale eyes
 - c. red hair
8. What does The Receiver do that astonishes Jonas?
 - a. turns off the speaker
 - b. changes his shape
 - c. rises in the air
9. According to The Receiver, what is not the same as power?
 - a. wealth
 - b. honor
 - c. respect
10. Which one of the following did the community lose when it chose Sameness?
 - a. Climate Control
 - b. warmth
 - c. color

Check Your Understanding

Short Answer

Write a short answer for each question.

1. How did the Chief Elder describe Jonas's upcoming training?
2. After Training Hours, how much time will Jonas have left to play with his friends?
3. What reason is Jonas given for the necessity of precise language?
4. How does Jonas feel when he realizes other people also may have been given permission to lie?
5. What does The Receiver's attendant do that surprises Jonas?
6. Why is Jonas surprised that The Receiver has books?
7. Now that Jonas has been Selected, what is the old Receiver's job?
8. Why can't Jonas understand The Receiver's remark about sledding?
9. In what way does Fiona change when Jonas looks at her with the Capacity to See Beyond?
10. What is Jonas beginning to see through his Capacity to See Beyond?

Deepen Your Understanding

The term *setting* means the time and place of the story. It includes the general location, physical landmarks, the period in history, and the society in which a novel takes place. Write a paragraph describing Jonas's community—what it looks like, what the temperature and weather are like, what the people look like, and so on. Note any things from your own community that are noticeably absent from this one.

IV. CHAPTERS 13–15

BEFORE READING

*Focus Your Reading**Vocabulary Words to Know*

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

irrationally—in an unreasoning manner;
done without thinking something
through

vibrance—spirit; vitality

sinuous—flexible in movement; curving

chaos—extreme disorder

assimilated—absorbed into the system

invigorating—giving strength or energy to
something

assuage—to ease or relieve

wry—amusing or ironic

ominous—menacing or threatening

imploring—urgently begging or pleading

Things to Know

Here is some background information about this section of the book.

Childless Adults are those adults whose children have left the family unit but are still young enough to work and contribute to the community. They no longer live in their former dwellings nor with their former spouses.

Relief-of-Pain refers to any medication given to ease pain (such as aspirin).

Groupmates are all the children born within the same calendar year.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. In what way does Jonas change once he begins to see colors?

2. How does Jonas indicate that he has begun to grow fond of Gabriel?

3. What sort of future does The Giver describe for Jonas?

4. Why would the Committee of Elders not want change?

5. How do the different members of Jonas's family feel about Gabriel's possible Release?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “He found that he was often angry, now: **irrationally** angry at his groupmates, that they were satisfied with their lives which had none of the **vibrance** his own was taking on.”
irrationally: _____
vibrance: _____
2. “With its **sinuous** trunk [the elephant] stroked the huge corpse; then it reached up, broke some leafy branches with a snap, and draped them over the mass of torn thick flesh.”
sinuous: _____
3. “‘It was **chaos**,’ he said. ‘They really suffered for a while. Finally it subsided as the memories were **assimilated**.’”
chaos: _____
assimilated: _____
4. “The sled moved forward, and Jonas grinned with delight, looking forward to the breathtaking slide down through the **invigorating** air.”
invigorating: _____
5. “It was not enough to **assuage** the pain that Jonas was beginning, now, to know.”
assuage: _____
6. “The Giver watched him with a **wry** smile. . . . The Giver laughed; then Jonas, too, chuckled reluctantly.”
wry: _____
7. “Now it was **ominous**. It meant, he knew, that nothing could be changed.”
ominous: _____
8. “‘Water,’ he begged again. . . . Water trickled into the **imploring** mouth and down the grimy chin.”
imploring: _____

IV. CHAPTERS 13–15

DURING READING

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. What does Jonas want to do once he begins to see colors?
 - a. photograph things
 - b. paint things
 - c. decide things
2. What is Lily's comfort object?
 - a. an elephant
 - b. a camel
 - c. a hippo
3. Where does The Giver's wife live?
 - a. with the Childless Adults
 - b. Elsewhere
 - c. the House of the Old
4. What do The Giver's books contain?
 - a. scientific formulas
 - b. the knowledge of centuries
 - c. poetry
5. Which rule is the most frustrating for Jonas to obey?
 - a. no dream-telling
 - b. no telling others about training
 - c. no asking for Release
6. When are citizens allowed to cross the bridge?
 - a. whenever they want
 - b. on holidays
 - c. when on official business
7. What memory does The Giver use to teach Jonas about real pain?
 - a. a skiing accident
 - b. an automobile accident
 - c. a sledding accident
8. What do the painful memories give The Receiver?
 - a. wisdom
 - b. courage
 - c. glory
9. When did the Committee of Elders last seek The Giver's advice?
 - a. the day of the jet
 - b. the day of the Ceremony
 - c. the day of Roberto's Release
10. What does the community do when identical twins are born?
 - a. hold a celebration
 - b. release the smaller child
 - c. honor the Birthmother

Check Your Understanding

Short Answer

Write a short answer for each question.

1. How does Jonas explain why people are not allowed to make their own choices?
2. Why is Jonas often angry with his groupmates?
3. How does Asher react when Jonas tries to give him the awareness of color?
4. What knowledge does Jonas try to transmit to Father and Lily?
5. Who is allowed access to The Receiver's books?
6. What happened ten years before when the new Receiver failed?
7. Why does the community need a Receiver of Memory?
8. What does Jonas realize when he hears his parents and Lily bathing Gabriel?
9. What reason did the citizens give for wanting to increase the number of births?
10. How does Jonas comfort Gabriel when he awakens in the night?

Deepen Your Understanding

Lois Lowry chose to write this novel from the third-person-limited point of view. This means that readers can observe Jonas and know at times what he feels and thinks but not how he would tell his story himself.

The first-person point of view tells a story from a character's standpoint. Using the first-person point of view, write a journal entry as if you are Jonas. Describe one of the memories The Giver has given you. Be sure to use specific details from the book.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

ecstatic—joyful

practical—efficient or effective

optimistic—expecting a favorable outcome

exasperation—great irritation

expertise—specialized knowledge

dejected—sad or depressed

serene—calm or peaceful

ruefully—regretfully

luminous—bright or glowing

bitter—harsh

Things to Know

Here is some background information about this section of the book.

The Hall of Open Records is the building where all information regarding vital statistics is stored. Here anyone may look up the year of birth or assigned parents of any citizen in the community.

Release refers to the formalized manner in which members of the community leave it forever.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. Why do you think Jonas would want his childhood again?
2. Why does Jonas stop taking his pills once he learns about love?
3. Why does Jonas react as he does when he meets Asher and the others playing in the field?
4. What does The Giver mean when he warns Jonas to stay away from the river?
5. Why does The Giver make Jonas watch the Release of the identical twin?

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “In one **ecstatic** memory he had ridden a gleaming brown horse across a field that smelled of damp grass, and had dismounted beside a small stream from which both he and the horse drank cold, clear water.”
ecstatic: _____
2. “I was thinking that . . . well, I can see that it wasn’t a very **practical** way to live . . . and that we have a better-arranged way of doing things.”
practical: _____
3. “The Nurturers were very **optimistic** about Gabriel’s future.”
optimistic: _____
4. “But Lily had not felt anger, Jonas realized now. Shallow impatience and **exasperation**, that was all Lily had felt.”
exasperation: _____
5. “‘I’m the one who’s training for Assistant Recreation Director,’ Asher pointed out angrily. ‘Games aren’t *your* area of expertness.’ **Expertise**,’ Jonas corrected him automatically.”
expertise: _____
6. “‘Me,’ Jonas said in a **dejected** voice. He was not looking forward to the end of the training, when he would become the new Receiver.”
dejected: _____
7. “‘She was a remarkable young woman. Very self-possessed and **serene**. Intelligent, eager to learn.’”
serene: _____
8. “The Giver chuckled **ruefully**. ‘The explanations are difficult. The whole thing is so beyond one’s experience. But I tried.’”
ruefully: _____
9. “‘And she listened carefully. Her eyes were very **luminous**, I remember.’”
luminous: _____
10. “The Giver turned to him. ‘I do know that I sat here numb with horror. Watched with helplessness. . . . Well, there you are, Jonas. You were wondering about release,’ he said in a **bitter** voice.”
bitter: _____

Check Your Understanding

Multiple Choice

Circle the letter of the best answer to each question.

1. Which memory shows Jonas what it means to be an individual?
 - a. Christmas
 - b. a birthday party
 - c. a horse ride
2. What shocking question does Jonas ask his parents?
 - a. “Do you love me?”
 - b. “What is Release?”
 - c. “Who is my Birthmother?”
3. What game are Asher and the others playing?
 - a. tag
 - b. hide and seek
 - c. war
4. When is the discipline wand introduced?
 - a. at a newchild’s birth
 - b. on the first day of school
 - c. when a newchild takes his or her first steps
5. What Assignment does Mother teasingly suggest for Lily?
 - a. Birthmother
 - b. Storyteller
 - c. Nurturer
6. Who was the earlier Receiver-in-Training?
 - a. Ramona
 - b. Rosemary
 - c. Ruth
7. What memory of pain did The Receiver first give her?
 - a. loneliness
 - b. a migraine headache
 - c. defeat
8. How long do the memories last?
 - a. for The Receiver’s lifetime
 - b. one thousand years
 - c. forever
9. Which identical twin is selected for Release?
 - a. the heavier one
 - b. the smaller one
 - c. the sleepier one
10. What is Father’s manner during the twin’s Release?
 - a. serious
 - b. cruel
 - c. cheerful

Check Your Understanding

Short Answer

Write a short answer for each question.

1. What is The Giver's favorite memory?
2. Why does the grandparents' presence in the memory confuse Jonas?
3. How does Jonas explain his community's treatment of the elderly?
4. What is Jonas's first lie to his parents?
5. What does Fiona ask Jonas to do the day of the Unscheduled Holiday?
6. What is Father's pet name for Jonas?
7. Why does Jonas dread the end of his training?
8. How did The Giver feel about Rosemary?
9. Why was Rosemary's training a failure?
10. What is Father's role in the twin's Release?

Deepen Your Understanding

The title of this book is *The Giver*. Why do you think this is so—why is it not called *The Receiver*? Does the title refer to the old Receiver, or does it refer to Jonas? Might it refer to both? Write a paragraph in which you explain why you think Lois Lowry chose this title and to whom you believe it refers. Be sure to use specific details and examples from the book to support your statements.

Focus Your Reading

Vocabulary Words to Know

Study the following words and definitions. You will meet these words in your reading. Be sure to jot down in your word journal any other unknown words from the reading.

mimicked—imitated; mocked

sarcastic—said sharply and intended to cause pain (with words)

solace—comfort in distress; consolation

stealthily—moving carefully to avoid notice

languid—lacking energy; slow

fugitives—runaways (usually from the law or justice)

vigilant—watchful or attentive

subtle—hard to detect or describe

meager—very slight; scanty

lethargy—inactivity; lack of energy to do anything

Things to Know

Here is some background information about this section of the book.

Search planes are defensive, military aircraft. They are sleek and fast and flown by a single pilot.

Gullies are deep ditches created by running water.

Focus Your Reading

Questions to Think About

The following questions will help you understand the meaning of what you read. You do not have to write out the answers to these questions. Instead, look at them before you begin reading, and think about them while you are reading.

1. Why does Jonas not want to return home?
2. How does Jonas demonstrate his anguish?
3. Why does Jonas agree to The Giver's scheme?
4. What is the true meaning of the memories?
5. What do you think Jonas's life will be like Elsewhere?

VI. CHAPTERS 20–23

DURING READING

Build Your Vocabulary

Read the sentences below. On the line, write your definition of the word in bold type. Then, on another sheet of paper, use that word in a new sentence of your own.

1. “I will take care of that, sir. Thank you for your instructions,’ the voice said. ‘I will take care of that, sir. I will take care of that, sir,’ Jonas **mimicked** in a cruel, **sarcastic** voice.”
mimicked: _____
sarcastic: _____
2. “Confronted by a situation which they had never faced before, and having no memories from which to find either **solace** or wisdom, they would not know what to do and would seek his advice.”
solace: _____
3. “It was terribly dangerous because some of the work crews were still about, but he moved **stealthily** and silently, staying in the shadows.”
stealthily: _____
4. “. . . a slow-swinging hammock under palm trees on an island someplace, at evening, with a rhythmic sound of **languid** water lapping hypnotically against a beach nearby.”
languid: _____
5. “Together the **fugitives** slept through the first dangerous day.”
fugitives: _____
6. “As he pedaled through the nights. . . he was constantly **vigilant**, looking for the next nearest hiding place should the engines come.”
vigilant: _____
7. “It was a **subtle** change, hard to identify at first.”
subtle: _____
8. “They finished the **meager** store of potatoes and carrots they had saved from the last agricultural area, and now they were always hungry.”
meager: _____
9. “Warming himself ever so briefly had shaken away the **lethargy** and resignation and restored his will to survive.”
lethargy: _____

VI. CHAPTERS 20–23

DURING READING

*Check Your Understanding**Multiple Choice*

Circle the letter of the best answer to each question.

1. What do The Giver and Jonas decide to make?
 - a. a cake
 - b. a plan
 - c. a bargain
2. What garment do the Elders wear?
 - a. a gold tunic
 - b. a navy blazer
 - c. a long robe
3. Why does The Giver choose to stay behind?
 - a. to help the people
 - b. to destroy the memories
 - c. to select a new Receiver
4. Who is the next candidate for Receiver-in-Training?
 - a. Lily
 - b. Gabriel
 - c. Katharine
5. What can The Giver hear?
 - a. the voices of Elsewhere
 - b. music
 - c. the wind
6. How much time do The Giver and Jonas expect to have before the escape?
 - a. one week
 - b. two weeks
 - c. three weeks
7. What was The Giver's daughter named?
 - a. Lily
 - b. Fiona
 - c. Rosemary
8. Who has become Jonas's closest friend?
 - a. Asher
 - b. Gabriel
 - c. The Giver
9. What does Jonas steal from his father?
 - a. his bicycle
 - b. his wallet
 - c. his uniform
10. What terrifies Jonas the most as he and Gabriel flee?
 - a. strangers
 - b. wild animals
 - c. search planes

Check Your Understanding

Short Answer

Write a short answer for each question.

1. What reason does The Giver state for why Jonas is spending the night with him?
2. Who are the only people in the community who have real feelings?
3. According to The Giver, what is the worst part of holding the memories?
4. If Jonas escapes, what will happen to his memories?
5. What does The Giver fear the people will do if he leaves with Jonas?
6. When do The Giver and Jonas plan for the escape to happen?
7. What is the community meant to think Jonas has done?
8. Why is Jonas forced to flee ahead of schedule?
9. What does Gabriel mistake for a plane?
10. How does Jonas fight the cold and hunger?

Deepen Your Understanding

Jonas is a dynamic character; he grows and develops throughout the novel. When we first meet him, he is recalling a recent experience in which an unidentified jet flies over the community. Back then Jonas was terrified and ran into his house for safety. At the end of the story, jets are overhead again. This time they are seeking Jonas himself. He is frightened now, too, but he is courageous and determined to escape.

Describe three experiences that helped transform Jonas in the novel. Explain why they are important and how they helped him grow.

End-of-Book Test

Circle the letter of the best answer to each question.

1. How does Jonas know that the emotion he feels regarding the Ceremony of Twelve is not “frightened”?
 - a. He just doesn’t care, so he thinks of it as emptiness.
 - b. He felt frightened when the unidentified plane flew over, and this feeling is different.
 - c. This feeling is much more intense than just “frightened” would be.
2. Why does Father break the rule against sneaking a look at the Naming list?
 - a. He is so excited about being approved for a female newchild that he can’t wait to learn her name.
 - b. Everyone who works at the Nurturing Center does this all the time, anyway.
 - c. He thinks calling the newchild by his name will improve his nurturing.
3. Despite Lily’s comment, how do you know that Jonas and Gabriel cannot possibly have the same Birthmother?
 - a. Jonas is too old to be Gabriel’s brother.
 - b. Birthmothers never produce two children of the same sex.
 - c. Jonas was born across the river.
4. How do the members of the community regard physical labor?
 - a. It is necessary but not honorable.
 - b. It is crucial and worthy of respect.
 - c. It is fun and should be done by everyone.
5. Why does Jonas enjoy his volunteer hours?
 - a. He gets to be with his friends and hang out.
 - b. They give him the freedom to choose.
 - c. The work is very interesting.
6. Why does Jonas feel proud to be taking the pills?
 - a. It means he is special.
 - b. It means he will be the next Receiver.
 - c. It means he is growing up.
7. What about Gabriel makes his status uncertain?
 - a. He is underweight and fusses at night.
 - b. He is an identical twin.
 - c. He is lively and overly active.
8. In this community, when do people officially become adults?
 - a. when they complete their training
 - b. when they receive their Assignments
 - c. when they are matched with a spouse
9. How does the audience respond to Jonas’s selection?
 - a. They gasp in horror and fear.
 - b. They reject him by performing the Ceremony of Loss.
 - c. They accept him by performing the Murmur-of-Replacement Ceremony.
10. How can you tell that Lily is uneasy about Jonas’s selection?
 - a. She refuses to wave at him.
 - b. She watches him solemnly and sucks her thumb.
 - c. She makes faces at him and walks away.

(continued)

End-of-Book Test (continued)

11. Which books are the only ones citizens are permitted to read?
 - a. reference books
 - b. fiction
 - c. biographies
12. At school, what separates Jonas from the other new Twelves?
 - a. He has a private tutor now.
 - b. He is excused from playing sports.
 - c. He is not allowed to talk about his training.
13. In what way is Sameness a good policy?
 - a. There is no hunger.
 - b. There is no pollution.
 - c. There is no crime.
14. What explanation does The Giver have for why The Receiver must hold painful memories?
 - a. They help The Receiver better appreciate the good memories.
 - b. They help The Receiver understand that his or her own loneliness is not so bad.
 - c. They give The Receiver the wisdom needed to advise the Committee.
15. The Giver apologizes to Jonas for giving him which memory?
 - a. warfare
 - b. famine
 - c. drought
16. In this community, how is parenthood viewed?
 - a. as a never-ending part of life
 - b. as an important but temporary job
 - c. as the meaning of human existence
17. How does Jonas know that his friendships with Fiona and Asher are ending?
 - a. He feels love for them now, but they cannot feel love for him.
 - b. They refuse to talk to him anymore, and he doesn't know why.
 - c. They still like him, but he now finds them boring.
18. How long was Rosemary The Receiver-in-Training?
 - a. ten years
 - b. five weeks
 - c. ten weeks
19. In Jonas's community, what does "Release" really mean?
 - a. exile
 - b. freedom
 - c. execution
20. Why would the community hate to lose Jonas?
 - a. He's a fine citizen whose loss would be felt deeply by all.
 - b. Everyone else would have to cope with all his memories.
 - c. The loss of any citizen is viewed as the worst sort of failure.

Answer Key

I. CHAPTERS 1–4

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definition based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. a |
| 2. a | 7. b |
| 3. c | 8. c |
| 4. b | 9. c |
| 5. c | 10. b |

Check Your Understanding: Short Answer

1. It is a nightly ritual during which each member of the family must tell how he or she is feeling.
2. The word *animal* is used to describe a clumsy, uneducated person. Also, animal shapes and names are used for comfort objects and are considered fanciful, imaginary creatures.
3. release of the elderly and release of a newchild
4. Children are not allowed to ride bicycles until they receive their own at the Ceremony of Nine; most, however, are taught to ride long before this by older siblings.
5. The Receiver
6. The selection of Assignments for the Ceremony of Twelve. The Elders make these lifetime work assignments based on much careful observation and consideration.
7. because Asher is so fun-loving and doesn't have any serious interests
8. That's when the preparation for adult life begins. The Twelves are no longer considered children but workers training for their lifelong careers. This is not a society of individuals so one's particular age is not important after childhood.
9. They both have "pale" (probably blue or green) eyes while most people in the community have dark (brown or black) eyes.

10. He was "thrilled" and wore a look of "pure happiness."

Deepen Your Understanding

Answers will vary but should include some mention of Jonas's struggle with finding the right word to describe his feelings and the opening description of the jet's misguided flight over the community.

II. CHAPTERS 5–8

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definition based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. b | 6. b |
| 2. a | 7. b |
| 3. c | 8. a |
| 4. b | 9. c |
| 5. a | 10. a |

Check Your Understanding: Short Answer

1. Family members discuss all their dreams and what they mean.
2. "stirrings"—sexual feelings
3. the front-buttoned jacket received at the Ceremony of Seven
4. the child's moving out into the community, away from the family unit
5. Father had gone before the committee with a special plea to give him an extra year.
6. In the Ceremony of Loss, the community repeats the lost person's name in an increasingly quiet voice until the name can't be heard at all. The opposite occurs with the Murmur-of-Replacement Ceremony in which the name begins as a whisper and voices then rise.
7. Assistant Director of Recreation
8. Receiver of Memory

9. intelligence, integrity, courage, wisdom, and the Capacity to See Beyond
10. The audience changed as he looked at them, like the apple had. (This may mean that he saw color in the audience.)

Deepen Your Understanding

Answers will vary.

III. CHAPTERS 9–12

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definition based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. a |
| 2. c | 7. b |
| 3. b | 8. a |
| 4. a | 9. b |
| 5. a | 10. c |

Check Your Understanding: Short Answer

1. She said it would be alone and apart.
2. apparently, no time at all
3. to ensure that unintentional lies are never uttered
4. frightened
5. She stands up.
6. He had never known that books other than the dictionary, community volume, and Book of Rules existed.
7. to transmit all the memories to Jonas
8. He is confused because he doesn't know what either *downhill* or *sled* means.
9. her hair
10. the color red

Deepen Your Understanding

Answers will vary.

IV. CHAPTERS 13–15

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary

Words to Know section of Focus Your Reading, or they may refine the definition based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. c | 6. c |
| 2. a | 7. c |
| 3. a | 8. a |
| 4. b | 9. a |
| 5. b | 10. a |

Check Your Understanding: Short Answer

1. It would be unsafe and dangerous because they might make mistakes.
2. They are satisfied with their lives just as they are.
3. He is uneasy and asks what is wrong because it is rude to touch anyone not in the same family unit.
4. what a living elephant is like
5. only The Giver and Jonas
6. The people had access to her memories; it was chaos.
7. to contain all the pain and knowledge of the memories
8. They have never known pain.
9. They wanted to have more available Laborers.
10. He gives him a pleasant memory, the memory of sailing on a lake.

Deepen Your Understanding

Answers will vary. Writings must be written in the first person, however, and must center around an actual memory experience from the book.

V. CHAPTERS 16–19

Build Your Vocabulary

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definition based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. b | 6. b |
| 2. a | 7. a |
| 3. c | 8. c |
| 4. c | 9. b |
| 5. b | 10. c |

Check Your Understanding: Short Answer

1. Christmas
2. In his community, the old are isolated from everyone else. The concept of grandparent does not exist.
3. It is more practical and better-arranged. The elderly are always well cared for.
4. He understands why *love* is an inappropriate word.
5. go for a bike ride with her
6. Jonas-bonus
7. He knows that without The Giver his life will be even more difficult and lonely.
8. He loved her.
9. She asked for (and received) Release.
10. He kills it.

Deepen Your Understanding

Answers will vary.

VI. CHAPTERS 20–23**Build Your Vocabulary**

Wording and definitions may vary. Students may remember the definitions given in the Vocabulary Words to Know section of Focus Your Reading, or they may refine the definition based on the context and the reading overall. Students' new sentences will vary.

Check Your Understanding: Multiple Choice

- | | |
|------|-------|
| 1. b | 6. b |
| 2. c | 7. c |
| 3. a | 8. c |
| 4. c | 9. a |
| 5. b | 10. c |

Check Your Understanding: Short Answer

1. for additional training
2. Jonas and The Giver
3. the loneliness from not being able to share them with anyone
4. They will return to the people.
5. destroy themselves
6. the night before the Ceremony
7. They will think he has been "lost"—or drowned—in the river.
8. to save Gabriel from Release
9. a bird
10. He recalls memories of food and warmth and transmits them to Gabriel.

Deepen Your Understanding

Answers will vary but should include specific textual examples which clearly demonstrate Jonas's growth as a character.

END-OF-BOOK TEST

- | | |
|-------|-------|
| 1. b | 11. a |
| 2. c | 12. c |
| 3. a | 13. a |
| 4. a | 14. c |
| 5. b | 15. a |
| 6. c | 16. b |
| 7. a | 17. a |
| 8. b | 18. b |
| 9. c | 19. c |
| 10. b | 20. b |